DOCUMENT RESUME

ED 361 440 UD 029 451

AUTHOR	Nieto, Sonia
TITLE	Affirming Diversity: The Sociopolitical Context of Multicultural Education.
REPORT NO	ISBN-0-8013-0529-2
PUB DATE	92
NOTE	360p.
AVAILABLE FROM	Longman, 10 Bank Street, White Plains, NY 10606.
PUB TYPE	Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Research/Technical (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Case Studies; Cultural Differences; Cultural Influences; *Cultural Pluralism; Educational Change; Educational Discrimination; Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Multicultural Education; *Nondiscriminatory Education; *Political Influences; Politics of Education; Racial Discrimination; *Social Influences
IDENTIFIERS	Diversity (Student); Language Minorities; *Self Affirmation

ABSTRACT

This book explores the meaning, necessity, and benefits of multicultural education for students from all cultural backgrounds. The constant and complex interplay and interactions among personal, social, political, and educational factors in exploring the success or failure of students in schools and the benefits of multicultural education are considered. In Part I, the author develops a conceptual framework for multicultural education in the sociopolitical context and emphasizes structural and cultural factors in schooling as well as individual and group responses to education. This section focuses on understanding the myriad forces that may affect the school achievement of students. Case studies appear throughout to highlight salient issues. Part II focuses on the implications of the case studies for teaching and learning. Using the definition of multicultural education developed in the first section, the author presents a rationale for multicultural education as a way of equalizing educational experiences. This section also explores school and home life and conflicting expectations, collaboration for positive student achievement, ways to remove barriers that inhibit learning, suggestions for developing environments that foster high-quality education, multicultural education as a process, and a model of multicultural education that affirms all students. (Contains 366 references.) (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****